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ABSTRACT

A public information center was established in an area covering 16 libraries in Detroit, Michigan. Funded by a Title I grant, the center sought to increase the effectiveness of information flow to residents and to compile a community resources directory. Several types of literature were reviewed and information was gathered from the Detroit Public Library information and referral service. A file system was established, subject headings chosen, and a questionnaire was sent out to find the type of information that was needed. A brochure about employment resources was designed and published. Seven appendixes include: a map of Macomb County; the project grant application; census and planning commission data; 49 information sources on community resources; the project questionnaire; and the employment brochure. (DS)

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A Thesis

entitled

The Macomb County Community Resource Project

by

Patricia Jane Trump

as partial fulfillment of the requirements of
the Master of Arts Degree in
Library and Information Services

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TABLE OF CONTENTS

INTRODUCTION		1
CHAPTER ONE	ORIGIN AND OBJECTIVES OF THE PROJECT	3
CHAPTER TWO	BACKGROUND RESEARCH	11
CHAPTER THREE	THE RESOURCE FILE	23
CHAPTER FOUR	THE EMPLOYMENT BROCHURE	35
CHAPTER FIVE	RECOMMENDATIONS	46
APPENDIX A	MACOMB COUNTY PUBLIC LIBRARIES AND THEIR SERVICE AREAS	53
APPENDIX B	APPLICATION FOR LSCA TITLE I PROJECT GRANT	54
APPENDIX C	CENSUS AND PLANNING COMMISSION DATA	57
APPENDIX D	DETROIT NEWS ARTICLE	63
APPENDIX E	INFORMATION SOURCES ON COMMUNITY RESOURCE FILES AND DIRECTORIES	64
APPENDIX F	PROJECT QUESTIONNAIRE	68
APPENDIX G	EMPLOYMENT BROCHURE	69

INTRODUCTION

During the fall of 1974 I worked as a Library and Information Services intern for the Macomb County Community Resource Project in suburban Detroit. In analyzing my experience for this paper I have endeavored to explain what was done, how and why, as well as to offer comments concerning how the work might have been improved. The purpose of this analysis is three-fold. The Library Network of Macomb may find the observations of a participant in the early days of its Community Resource Project useful as it evaluates the Project. Future interns who work in similar circumstances may find they can avoid some of the errors made by this intern. And consideration of the skills and knowledge which might have better prepared this intern may help the Department of Library and Information Services to improve its program.

In the first chapter a brief discussion of the community information aspect of library service is followed by an examination of the origin and goals of the Macomb County Community Resource Project. Each of the following three chapters is devoted to one of the major activities of the internship. Specifically, chapter two deals with the two areas of background research we pursued before proceeding with the Project. The first area of research reported on is Macomb

County itself, its general characteristics, information and social services, and the needs of County residents. The other research described concerns our investigation of the experiences of other originators of community resource files and directories through a literature search and personal contacts. Chapter three focuses on the steps taken in developing our resource file, including overall organization, the working file, the questionnaire, and subject headings. In the fourth chapter, work on a brochure concerning one of the County's most acute needs, employment-related resources, is discussed. Finally, chapter five spells out recommendations to the Department of Library and Information Services, to future interns and to the Library Network of Macomb County.

CHAPTER ONE

ORIGIN AND OBJECTIVES OF THE PROJECT

Origin

"Is there some place I can take my three-year-old to have his hearing tested, for free?"

"Do you know of any inexpensive recreation programs available for teenagers in my neighborhood? The kids never seem to have anything to do."

"Where do I call to have the vacant house next door boarded up?"

The institution designed to handle inquiries such as these may be called an information and referral service, a neighborhood information center or a community resource project. It may offer a number of services, including maintaining resource files, giving information, making referrals, making phone calls on behalf of clients, following up on cases, and providing escorts to accompany clients to social agencies. Or it may offer only some of these services. It may or may not publish a directory of available resources. But regardless of the extent of services offered, it exists to help the person with a problem find the best agency or service to meet his needs.

The idea of providing community information is not new. England's Citizen's Advice Bureaus began operating during

World War II and by 1961 were handling over a million inquiries a year. [1] According to Dorothy Turick of the National Neighborhood Information Center Project, what is relatively new "is the emergence of neighborhood or community information centers within public libraries". [2] When Alfred J. Kahn wrote his Neighborhood Information Centers [3] in 1966, he did not even consider libraries to be among the American institutions which might appropriately house information and referral centers. Yet by February, 1973, Library Journal editor John Berry wrote, "News of community information activity in libraries is literally pouring into our offices." [4] Besides the National N.I.C. Projects in Atlanta, Cleveland, Detroit, Houston and Queens Borough, libraries in Baltimore, Kalamazoo, Topeka, Wake County, North Carolina and elsewhere were developing community information or resource projects.

Robert Croneberger, then Deputy Director of Detroit Public Library, suggested several reasons why libraries could provide appropriate locations for community information centers. He noted that their decentralized structure

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[1] Manfred Kochen, "Directory Design for Networks of Information and Referral Centers," Library Quarterly, 42 (January, 1972), 61.

[2] Dorothy A. Turick, ed., "The Neighborhood Information Center," RQ, 12 (Summer, 1973), 343.

[3] Alfred J. Kahn, Neighborhood Information Centers (New York: Columbia University School of Social Work, 1966).

[4] John Berry, "Community Information," Library Journal, 98 (February 15, 1973), 487.

enabled them to be attuned to the needs of local areas. Librarians' training helped them to cope with the necessary file organization. And librarians' experience with "reference technique," that is, the ability to listen to the real question underneath the stated question, was also an advantage.[5] Another rationale for locating community information centers in public libraries was articulated by Joseph Donohue during the planning of the Enoch Pratt Free Library's Public Information Center in 1969. He argued that the public library is better suited to provide community information than any other agency because it offers the following unique features:

* its primary function is to provide information
* its subject scope is very general
* its operators are specialists in information handling
* it is impartial, devoted to the general interest rather than special interests, and exists to serve the entire community.[6]

Enoch Pratt was just one of a number of libraries which collaborated with representatives of social service agencies in their communities to develop plans for library-based community information centers. One such collaboration resulted in the inception of the Macomb County Community Resource Project in eastern Michigan. The idea which triggered plans for the Project originated with Mr. Don Amboyer, who arrived from

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[5] Turick, 344.

[6] Joseph Donohue, "Planning for a Community Information Center," Library Journal, 97 (October 15, 1972), 3284.

Buffalo, New York, to take over the County's Volunteer Probation Program in 1972. Finding that Macomb County had no directory comparable to the Directory of Community Services in Buffalo and Erie County, Mr. Amboyer met with the staff of the Macomb County Library to suggest that the Library consider publishing such a directory. Mr. William Luft, Head of the Reference Department, expressed a personal interest in the idea and offered to pursue it. In the spring of 1973 Mr. Luft brought together the administrators of several social service agencies to discuss the need for a community resource directory. Calling itself the MACHRIS Committee (Macomb County Human Resource Information Service Committee), this group asked members of the Interagency Council, made up of the County's social service workers, to complete a questionnaire indicating whether they would find a community resource directory useful. A number of Council members had wanted a County directory for several years, and the response to the idea was generally favorable.

Federal funds under Title I of the Library Services and Construction Act had recently been released from impoundment and were available through the State Library. The Committee requested a grant of $40,000 to fund a project with three desired end products. These were 1) a file to be housed at the County Library and used by the reference librarians to assist patrons, 2) a looseleaf directory to be distributed to approximately 2000 social service professionals, and 3) a directory to be made available to economically disadvantaged County residents. The grant application was

submitted by the Library Network of Macomb, a federation of thirteen of the sixteen libraries in the County. (See Appendix A.) After an initial grant of $20,000 was received in June, 1974, a Project Coordinator was sought. Betty Winters, a long-time County resident with a background in business and advertising, was hired for one year, beginning in September, 1974. My assignment as an intern from the University of Toledo's Department of Library and Information Services was to assist Mrs. Winters during the first ten weeks of the project.

The task before us was a broad and imposing one. All social, recreational, educational and governmental resources, from the club serving a special interest group in one neighborhood to the social agency serving the entire County, were to be included in the file. We recognized that as a practical matter, the directories would have to be less inclusive, but we had no preconceived criteria for determining what should be included. Because the MACHRIS Committee was defunct when we started working, we received our knowledge of its hopes for the Project from Mr. Luft, the Project Director, and from the LSCA grant proposal. (See Appendix B.)

Objectives

In an effort to become more clear in my own mind about the purpose of the Project, I set down my interpretation of the goal and objectives referred to in the grant proposal. I interpreted the overall goal of the Project as follows: to increase the effectiveness of the human resources avail-

able to residents of Macomb County by making information concerning those resources more readily accessible to the residents, particularly those who were economically disadvantaged. From this goal four objectives were specified. First, the Project sought to make County residents more aware of existing resources. Second, the Project was designed to increase and improve the contacts between County resources and residents, especially poor residents. Third, the Project was aimed at improving the effectiveness of professional social service workers in the County by cutting down the amount of time wasted and frustration caused by poor referrals based on inadequate information. A fourth objective was to increase and improve the services offered by libraries within the County by expanding the areas in which they were able to provide patrons with information, and extending the quality and quantity of contact between the library staff members and the people they served.

Later I realized that my interpretation of the objectives had failed to place enough emphasis on the importance of the third objective, which, naturally enough, was a primary concern of the social service workers who initiated the Project. And, while the concern with meeting the information needs of the economically disadvantaged expressed in the proposal was certainly genuine, it eventually became evident that the originators of the Project were also concerned with meeting the needs of the vast majority of County residents who were not disadvantaged. They wanted to provide the kinds of information already sought by library patrons

as well as to offer information which would encourage more of the disadvantaged to benefit from library services.

My statement of the Project objectives had limited value because I was not prepared to take the next step and operationalize them. If quantitative definitions for key words had been developed, all of the objectives would have lent themselves to measurement, since all called for demonstrable changes. While the internship was too brief to permit me to evaluate the end products of the Project, I could have worked on setting up the "before" half of the measurements and created instruments for the final testing. However, due to lack of experience in working with surveys and other testing methods, I would have had to do a great deal of research and preparation before producing any useable instruments. Because of the absence of "before" data, any measurements taken later to assess the impact of the Project will be hampered by the lack of figures for comparison. For example, social workers could be asked if the file enabled them to make more effective referrals, but with no data to show how many of their referrals were ineffective previously, their responses would be based on impressions rather than on hard data. This may or may not be a problem. There is certainly no guarantee that an evaluation based on hard data would be more helpful than an impressionistic one.

Whether or not measurements were to be used, we might have gotten off to a better start in our work if we had taken time to formulate our objectives very clearly. Perhaps doing so would have forced us to be more explicit about our priori-

ties, which in turn might have helped us to contend better with the broad scope of the Project.

CHAPTER TWO

BACKGROUND RESEARCH

Rather than plunging into gathering and organizing resource information at the outset, we first conducted background research in two areas. First, in order to make the Project relevant to the local situation, we sought to learn some characteristics of Macomb County, its residents, its institutions, and the needs the Project could help them meet. Second, in order to avoid "re-inventing the wheel" it was necessary to learn from the experiences of others who had created community resource files and directories by studying the available literature and making personal contacts.

Macomb County

General Characteristics

In pursuing information about the County, several avenues were explored. First, we examined 1970 U.S. Bureau of the Census data, both in its primary form and as it was reported in County Planning Commission newsletters, in order to learn about factors such as size, population, economic and educational levels, major employers, racial, language, ethnic, age and religious composition. The following general characteristics emerged. We found that, based on 1970

data, Macomb County, Michigan, covered 480 square miles and had a population of approximately 625,000. Between 1960 and 1970 the County increased its population by 54.1%, the largest growth rate of any County in Michigan. This rapidly growing population was concentrated in the southern half of the County, in a number of small cities which in many ways were closer to being one large suburb of Detroit than distinct communities. Racially, the County was almost entirely white, with a non-white population of only 1½% in 1970. In only three small communities did the number of residents over age sixty-five comprise more than 10% of the population. The average educational level of residents over twenty-five was 12.1 years. Most of the County's citizens were fairly prosperous, although that prosperity depended on the automobile industry, which since 1971 has been in increasing difficulty. In 1970 only 3.6% of Macomb County residents were living on incomes below the poverty level, compared with 7.3% in Michigan as a whole. [7]

Our search for information could have been more thorough and more subtle areas such as formal and informal power structures could have been investigated. No particular use was made of the figures the search did reveal, largely because they revealed no great area of need, no high percentage of poor or elderly people or other group which might warrant special attention by virtue of its size. Looking at the figures did help us to understand better the middle-class char-

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[7] Further figures from 1970 Census reports and the County Planning Commission can be found in Appendix C.

acter of the County and thus the concern of the Project with meeting the information needs of all residents, not just those of the relatively small number who were economically disadvantaged. The inclusion of business and professional clubs, recreational, cultural and other activities of interest to middle class residents seemed to be more justified.

Information and Social Services

Being cautious about duplicating the work of existing County organizations, we next looked into the information and social services already available to County residents. We found that there were many social services, supported by the County and local governmental departments, United Community Services, and various private sources. We became aware of these services through the Community Services Directory of agencies serving the tri-county (Macomb, Oakland and Wayne) area, the County Interagency membership file, and the Official Macomb County Directory, which contained brief descriptions of all government-sponsored agencies. In contrast to the number of social service agencies, organizations offering information (beyond information relating to an agency or organization's particular area of interest) were few. The Crisis Center, supported by the Macomb County Community Mental Health Services, reported answering many information queries in addition to doing crisis counseling. Because one of the members of the original MACHRIS Committee was from the Crisis Center staff, the Center's cooperation with the Community Resource Project dated from the inception of

plans for the Project. The Center staff members permitted us to copy their files and thus spared us from duplicating the work they had done to acquire their resource information. We hoped that eventually the Crisis Center and the Community Resource Project would complement each other, with the Crisis Center referring many information calls to the County Library and the County Library referring all crisis calls to the Center.

Because they perceived that many residents of the small communities and rural areas in the northern part of the County did not know about or for other reasons did not use the Crisis Center, four young social workers decided in the fall of 1974 to start a telephone information and referral service in the village of Romeo. When visited toward the end of the internship, this information and referral center was still in the formative stages, with a limited file of resources, a willing but untrained staff and virtually no calls. Our attempts to help them get started included sharing files, making suggestions for re-organization of their files, offering reading materials to the staff and in general providing sympathy and support.

We also learned of the existence of two information and referral services with which we did not establish working relationships. We did not investigate the operation of the Community Information Service, a subdivision of United Community Services. While this Detroit-based Service is available to residents of the entire tri-county area, we had the impression that Macomb County residents failed to use

it extensively. Perhaps we should have attempted to determine the validity of that impression and, if it proved to be valid, tried to discover the reasons behind it. Our hesitation to approach this agency may have been due to our lack of information about it, our uncertainty about how our own Project related to it, and perhaps a little awe at its size and scope.

We did attempt to enlist the aid of the Macomb County Council on Aging, which maintains an information and referral service for senior citizens. The Council Director's lack of interest in sharing her knowledge of resources with us probably stemmed from the fact that all we could offer in return at that point was to make the information she gave us more accessible to the public through our Project. Feeling that giving us access to the information in her files would not be beneficial to her clients, she preferred to request that all inquiries concerning clubs and services for senior citizens be directed to her office. However, we considered senior citizens' services too important a field for us to refer to another agency and proceeded to track down related resources on our own.

Information Needs of County Residents

Concern that the file and directories be relevant to the community also led us to seek a picture of the information needs of County residents, particularly the economically disadvantaged residents. A variety of approaches could have

been adopted, ranging from visiting poor neighborhoods and perhaps organizing neighborhood advisory committees there, to surveying the general population, to doing library research on the information needs of the poor. Because we doubted that we could spend enough time in poor neighborhoods to learn about needs directly, and were reluctant to use a purely academic approach, the best option seemed to be to work with the people whose occupations put them directly in touch with the information needs of the poor and others; social workers, counselors, ministers, community organizers, city clerks, and librarians. Our interviews with these people focused on their perceptions of needs, types of information they were often asked for, and types they had trouble supplying, as well as their impressions of the gaps between services needed and services received. The needs identified by these people as being prevalent included information concerning transportation, employment, day-care, temporary housing, medical care, legal aid, and help in dealing effectively with available social services.

Input on needs was also obtained from librarians, through a meeting of the directors of the Network libraries, and through Mr. Luft's efforts to pass along inquiries received at the County Library's reference desk. Further indications of information needs have come directly to the Project Coordinator since the publication of an article on the Project in the Detroit News in January. (See Appendix D.) A number of people who saw the article have called to ask for information and to offer new sources of information.

No new or startling ideas came out of these interviews, nor did any particularly acute problems, such as the abandoned houses and stray dogs which are such a menace in Detroit emerge. All the needs which were identified could have been predicted. Perhaps a more systematic approach, featuring careful records of the frequency with which particular needs were mentioned, would have given us more direction on establishing priorities. In any case, the personal contacts and exposure to the community were worthwhile.

Building on the Experience of Others

Two strategies were employed in the second half of our background research, which involved studying the experiences of other creators of community resource files and directories. A search of the literature on the subject was conducted and appropriate publications obtained. Also, we interviewed the staffs of the Macomb County information services described earlier and the Clearinghouse staff of Detroit Public Library's information and referral service, Project TIP. We wanted to learn about types of information people asked for, selection of subject headings, means of locating available resources, criteria for including resources, information on each resource found to be useful, developing a questionnaire, up-dating, means of obtaining information (phone, mail, personal interviews) and delivery systems.

Literature Search

Only a few sources were used for the literature search. Dr. Terry Crowley of the Department of Library and Information Services shared with us the various relevant materials he had acquired, and we searched the 1970 - 1974 issues of Library Literature, ERIC (Educational Research Information Center), and CALL (Current Awareness Library Literature). Pertinent articles were examined and their bibliographies checked for further sources. One source which proved to be particularly valuable in leading to additional material was the section of Carolyn Forsman's Crisis Information Centers: A Resource Guide devoted to community information centers.

Four basic types of literature were found. First, we were able to collect a number of community information directories produced in other cities. These provided examples of subject headings, overall style, format, types of resources included, and descriptions of resources. However, they did not help us to understand the processes by which the final products were achieved. The second category of material was comprised of brief pamphlets and tabloids, each confined to a particular subject or directed to a special audience. Third, pertinent information was located in articles in state and national library journals. And fourth, some of the pioneers in the field had published materials describing their experiences with community information files and directories.

From the latter two types of publications we hoped to

learn some of the "how's" and "why's" behind the scenes, the problems other compilers faced and how they solved them. We wanted to know not just what choices they made, but why and on the basis of what criteria, what services they sought to provide and to whom. Unfortunately, many of the articles turned out to be quite superficial, and a number described projects quite different from the Macomb County Community Resource Project. Evidence of the unusually broad scope of our Project was provided by comparisons with the projects described in the literature, nearly all of which were more limited, and consequently less cumbersome and complicated. Of the "how to" or "how we did it" publications, by far the most useful to us was "A Guide to the Compilation of Community Resource Files," published by the Michigan Department of Social Services as an instruction booklet for county social service departments. This booklet pointed out many important considerations and offered a particularly clear explanation of the various parts of the file and how they related to each other. The Department of Health, Education and Welfare's "The Resource File," the other document with a great deal of helpful information, was out of print when ordered, and was not received until two days before the end of the internship. Many of the steps suggested had already been considered, some implemented and others rejected as being impractical for us. Still, time and effort would have been saved had this publication been available from the beginning. A complete list of all four types of publications, including those mentioned above can be found in Appendix E.

Personal Contacts

Not finding much help or direction in the literature, we hoped to fare better in our personal contacts, particularly with the Detroit Public Library's TIP operation, which we felt was similar to what we were aiming for, albeit on a larger scale. While we learned that TIP is to some extent different in substance as well as in size from our Project, the contact with TIP personnel, particularly Michele Kopecky who had participated in TIP from its inception, was very rewarding. Ms. Kopecky was most generous in sharing with us some thoughts based on her TIP experience. She recommended that we plan carefully before taking action and that we begin by learning all we could from U.S. Bureau of the Census data and other material about the nature of the total community our Project was to serve. Among the points she stressed was the importance of defining the delivery system before developing the file, so that the way the file was to be used could help shape its content and organizational structure. She also emphasized that the potential users of the file system should be deeply involved in its development in order to assure both that they would understand and be supportive of the system and that it would be designed for efficient use. With regard to publicity she stressed the need for local librarians to be willing to go out into the community to tell people about the availability of information and referral service in the library. She encouraged our plan to work with community leaders rather than neighborhood

advisory committees in assessing information needs. Regarding other parts of our plan, such as using part-time and volunteer workers and producing a looseleaf directory, she warned us of problems we might encounter. She discouraged us from visiting the local newspaper "hotline" column departments, saying they did not have extensive files and relied heavily on libraries for much of their information. We left feeling somewhat discouraged by Ms. Kopecky's doubts that an effective product could be achieved in one year, but encouraged by her comment that we at least asked the right questions. While we by no means decided to pattern our Project after TIP, we certainly did benefit from TIP's experience.

Further personal contacts have been made by the Project Coordinator since the internship ended. She paid a productive visit to the tri-county United Community Services office in Detroit during which she not only learned about the compilation of its "Community Service Directory" but also made arrangements to share information with that agency. She is considering a trip to Buffalo to meet with that city's Research and Planning Council for Community Services, which has been publishing a resource directory for over fifty years.

To summarize, two separate areas were investigated in our attempt to make the Project relevant to the community and to avoid "re-inventing the wheel". Efforts to assure relevance included assembling a variety of facts and figures about the County, looking into existing social and information agencies, and interviewing a variety of people to learn their perceptions of prevalent information needs. We could

have been more thorough and systematic in carrying out these activities. The second half of the background research involved studying the experiences of others who had compiled community information files and directories. We conducted a literature search which provided a wealth of examples of finished products but little behind-the-scenes description of how the work was done. Personal contacts, especially with TIP personnel, were more productive. More such contacts have been made since the internship ended.

CHAPTER THREE

THE RESOURCE FILE

Once we had gathered information concerning the characteristics, needs and services of the County and had looked into available literature on community resource projects, we were ready to take the first steps in the development of our own Project. As stated earlier, the end products of the Macomb County Community Resource Project are to consist of the master resource file, a looseleaf directory, and a smaller stapled directory or tabloid. During the period of the internship, work centered mainly around establishing the file, which we anticipated would provide the basis for the directories. The steps we took included overall organization, development of a working file, making up a questionnaire, and attempting to select subject headings.

Overall Organization

The first task was to plan the overall organization of the file. The best description of file organization we found in the literature was the Michigan Department of Social Services' "A Guide to the Compilation of Community Resource Files," which suggested a pattern similar to that followed by TIP. We decided that our agency or organization file, arranged alphabetically by organization name, would consist of 8½"x11" cards or sheets on which detailed

information would be typed. The second major part was to be the subject file, on 3"x5" cards arranged alphabetically by subject. Each subject card would include a list of the organizations which dealt with or could be characterized by that particular subject heading. Thus it would offer subject access to the agency file. Third, a brochure file would contain supplementary information, arranged alphabetically by the names of the organizations described.

After studying the Community Services Directory for Wayne, Oakland and Macomb Counties, we decided to include a fourth file, which would provide geographic access to the agency file. Each political unit in the County (cities, villages and townships) would be represented by one or more cards on which would be listed resources serving only that geographic unit. We anticipated that while the master file would be housed only in the County Library, a smaller local file could be kept in each library, where it could be both used and expanded.

When the internship ended the four sections of the file were beginning to materialize. Volunteers in local areas were starting to gather the information needed for the agency file. We were attempting to arrive at headings for the subject file, and organizations were beginning to send material for the brochure file. It was too early to evaluate the effectiveness of the file organization scheme. One indication that it may prove to be an effective scheme emerged when we learned that two infor-

mation and referral services in the County were in the process of changing to systems resembling that adopted by the Macomb County Community Resource Project. When the Crisis Center was visited in September its information cards were arranged only by subject, with no attempt to keep them alphabetical. When we visited the Center again in November, its Director commented that an alphabetical organization file with subject access would soon replace the original system. The Romeo Information and Referral Center started with the type of system originally used by the Crisis Center, found it inadequate, and appealed to us for help with re-organization.

The use of Royal McBee cards to consolidate the proposed organization, subject, and geographic files into one file was suggested by Dr. Miles Martin of the Department of Library and Information Services. Besides being more compact and easier to revise, these cards would have the potential to eventually be keyed to provide other types of access. The disadvantage would be that some librarians might resist having to learn to use them. The possibility of buying Royal McBee cards was looked into after the internship ended, and rejected as being too expensive. However, if an intern or other employee who knew how to make up such cards had been available at that point, the end product of the Project might have been improved.

The Working File

After deciding on the overall organization, the next

step in the development of the community resource file was the creation of the working file. This file consisted of 3"x5" cards which were printed with the basic categories of information needed - name of organization, address, telephone number, contact person, and source of information. Its purpose was two-fold. We wished to establish some basis for estimating the number of resources existing in the County and thus determining the size of the task to be accomplished. Also, the file provided us with a basis for obtaining the information to go into the planned organization file. Before we could make contacts with organizations to ask for information, we had to know what resources existed. The working file served to facilitate organizing these resources and to provide the information needed to make contacts.

The content of the file came from a variety of sources. Every available file, directory and other list of resources was obtained. As mentioned above, the Crisis Center permitted us to xerox its files. All the Macomb County listings from the Community Services Directory were copied. The County Library had some files compiled by the "Friends of the Library" from newspaper clippings. Other files and lists were discovered through the various contacts we made with libraries, city clerks' offices and social workers. Some items were taken from the yellow pages of the telephone directory. These lists were supplemented by daily clipping of articles concerning resources from the Detroit Free Press, Detroit News and Macomb Daily.

The article concerning the Project which appeared in the Detroit News led to the acquisition of additional lists from people who became aware of the Project and wanted to contribute to it.

At no time were we under the illusion that simply gathering, integrating, and organizing this material would produce the community resource file. In many cases the information was sketchy and much of it had been collected several years previously, which led us to suspect it might be out-of-date. Our purpose was rather to learn about the existence of resources, and wherever possible obtain the information called for on the working file cards so that each organization could be contacted for detailed and current information. A surprising amount of time and effort was required to transform the raw material into a working file. We originally planned to give the various files and lists to a typist and instruct her to make a card for each organization, checking carefully for duplications. However, we became much more deeply involved in related tasks than we had anticipated. Because a variety of formats were used by the various sources, some thought was required in fitting the information into the format of the file cards. The job of checking for duplications was complicated by the fact that different names were sometimes used for the same organization. In some cases contradictory information about an organization appeared. And many of the sources provided very limited information, sometimes no more than the names of contact persons. In

those cases local telephone books were used to track down addresses and telephone numbers.

The working file succeeded to at least some extent in meeting our objectives. It enabled us to organize a large quantity of raw material and to create a starting place for collecting specific information. The file was constantly being used, as cards were duplicated and distributed to volunteers doing telephone interviews. And it was constantly growing as more and more organizations came to our attention. We lost some time working with sources which included numerous individual chapters of clubs, labor unions, business and professional organizations. We decided that a better way to handle these organizations would be to try to locate one central source for each from which a list of all local chapters could be obtained. The pursuit of that goal had mixed results. We ran into resistance when trying to get lists of labor union locals. The union offices refused to reveal that information, expressing fear that it might "get into the wrong hands". However, subsequent attempts to acquire lists of local chapters of other types of organizations did succeed.

The Questionnaire

After determining the resources to be contacted, the next step was deciding what information to solicit. In designing the questionnaire, we had several objectives in mind. We wanted it to request the information needed for the file, and request it in a manner clear enough to minimize the pos-

sibility of misinterpretation. It needed to be appropriate for a variety of organizations, ranging from social service agencies to special interest clubs. We hoped to be able to use it equally well for mail, telephone, or personal interviews. Finally, brevity and compactness were sought. Specifically, we wanted it to fit on an 8½"x11" sheet of paper. (See Appendix F.)

Questionnaires used by TIP, United Community Services, and others were studied and features of each adopted. We tested the original effort by using it when acquiring information for the employment brochure (see Chapter Four). As a result of that testing the questionnaire was revised to eliminate two questions which failed to elicit useful information. The questionnaire probably could have been further improved by more extensive testing, perhaps by soliciting the comments of members of the Interagency Council. Since the internship ended the questionnaire has been used extensively by volunteers doing telephone interviews. According to the Project Coordinator it has worked well, and no further revisions have been made.

Subject Headings

One of the most important aspects of the development of any resource file is the selection of suitable subject headings, both for the subject card file and for the indexes of any directories based on the file. In trying to find a systematic approach to choosing headings, we avoided several rather easy options. The subject headings employed

by TIP or another resource file or directory could have been appropriated. However, we found that our predicament was rather unique because our file and directories were to have three distinct groups of users: librarians, social service workers and the public. Also, we expected the knowledge gleaned from the material on local resources in our working file to enable us to devise a list particularly relevant to our community. At the time we did not yet realize how difficult it could be to select headings capable of directing a variety of users to a specific set of resources. A second option would have been to "brainstorm" and make up headings that sounded good to us. This possibility was rejected as being too subjective and arbitrary. Third, we could have used Sears or Library of Congress subject headings. However, the articles we had read had indicated that these sources were generally considered to be inadequate for use in community resource projects. The terms used were felt to be too far removed from the terms people used when inquiring about services rather than books.

We felt that in order to lend professional competence to the task of choosing subject headings we should use a systematic approach. Unfortunately, we did not find a useable description of such an approach in the literature we examined. We found many examples of headings, but scarcely anything related to the process of choosing them. In response to a question we posed, the editor of the Directory of Community Services in Buffalo and Erie County stated that no formula was used to choose subject

headings. Rather, terms shown by experience to be the most logical were selected. Having no such experience to rely on, we appealed to the Department of Library and Information Services for help and were referred to Carolyn Forsman of the Martin Luther King Memorial Library in Washington D.C. We wrote to ask her for suggestions but no reply was received. Two days before the internship ended "The Resource File" arrived from the Department of Health, Education and Welfare. Had this publication, with its description of six classification schemes developed for use in resource files, been received sooner, we could have looked into some of the schemes further and perhaps devised a way to adapt one to the local situation.

As noted above, the literature proved to be prolific in examples of subject headings. Feeling that sampling the public to learn its preferred terms was impractical for us, we decided our next best option was to put together an integrated list of the headings used in various files and directories. The objectives of this exercise were to see which terms were used frequently, to get a broad picture of the range of possible subjects, and to note alternative terms for at least some categories (e.g. birth control, contraception, family planning). Next, by going through the procedures described above in putting together the working file, we became familiar with the organizations to be classified. Such familiarity gave us an impression of how specific the headings chosen for various areas needed to be. We felt there was no point in using very detailed, specific headings for categories in which there were only a few resources

to be classified. We then had only an impression, not a systematic analysis. A careful analysis of the resource cards might have been useful in this regard had the file been more or less complete. However, it was only in the formative stages and was both growing and being weeded every day.

Armed with the integrated subject heading list and our impressions of the material to be classified, we each made a tentative selection of headings. The selection was arbitrary but less so than it would have been without the preliminary work described. We planned to compare our lists, resolve our differences and come up with a tentative list which we could submit to MACHRIS Committee members or other librarians and social workers for their comments. However, we did not anticipate the disagreement about the desirable number of headings which arose between us. I chose about one hundred twenty-five headings, including quite a few "see" and "see also" references and some categories which could be sub-divided as needed. Mrs. Winters felt that such a large number of headings would confuse users and favored fewer and consequently broader headings. When the internship ended we still had not resolved the problem and no tentative list of headings had been agreed upon.

In addition to the selection of specific headings, another major question we faced was whether to use an alphabetical list of specific terms (as TIP does) or to group these terms under broader headings. In his article "Directory Design for Networks of Information and Referral Centers"

in the January, 1972 issue of Library Quarterly, Manfred Kochen asserted that in order to have sufficient selectivity, sensitivity and flexibility, lists of subject headings needed to have what he called "zoomability". In other words, the specific headings should be grouped under broader headings so that the user could see at a glance whether or not he had selected the appropriate category and if not move on to another one. Six examples of systems which attempt to incorporate this "zoomability" feature were discussed in "The Resource File". The conclusion of the authors was that all of the systems devised thus far have been handicapped by their "fuzzy, subjective" vocabulary, and by the fact that the broader categories used were not sufficiently refined to be mutually exclusive, and consequently overlapped.

On a much less sophisticated level we tried to deal with the same problem. We interpreted the directive from the MACHRIS Committee to mean that the specific terms chosen should be grouped under four broad headings: social services, education, government and recreation. Suspecting that overlap would be quite a problem if these terms were used, we tried grouping the headings we were considering into these four divisions. Quite a bit of overlap did appear, especially because a good many governmental departments and educational institutions provided social and recreational services. We could have handled the problem in a manner similar to the way one generally handles a multi-faceted organization which is described by more than one specific subject heading. Such an organization can simply be listed on all

the appropriate subject cards. Likewise, one could list the specific term "Dance Instruction" in both the education and recreation sections of the file or directory. However, we felt that such multiple listings of specific terms could become awkward and space-wasting if many were used. While we recognized that it would be efficient to use broad headings which overlapped as little as possible, we did not manage during the internship to improve upon the four headings with which we began.

An intern entering the Project somewhat later and concentrating almost exclusively on the matter of subject headings could have done a more thorough job and gotten better results. Having "The Resource File" from the beginning and having time to look into the six classification schemes described therein would have helped us a great deal. Another advantage would have been more exposure to this sort of problem in previous work. Perhaps the "Organization of Library Materials" course would have been an appropriate setting. We also wished fervently that some of those who have devised the subject heading lists being used in various files and directories would have shared their experiences in print. Step-by-step descriptions similar to the one just presented would have been invaluable.

The steps in the development of the resource file pursued during the internship included overall organization, creating the working file, designing the resource questionnaire, and attempting to select suitable subject headings. The last step proved to be the most difficult.

CHAPTER FOUR

THE EMPLOYMENT BROCHURE

In addition to encouraging my ongoing participation in the development of the resource file, Mrs. Winters offered me in early October the option of preparing a small brochure limited to one subject. The subject she suggested was employment, an area in which she perceived great need. She felt that publishing a brochure on employment resources would provide useful information to County residents, give the Project some publicity, and provide me with a task which I could plan and execute independently.

I welcomed this opportunity particularly because it gave me a chance to make use of the CIPP model which had been introduced in the "Library Administration" course. The CIPP (Context, Input, Process, Product) model was developed by Daniel Stufflebeam at Ohio State University for use in dealing with the problems of accountability and decision-making in education. In an adapted and simplified form it has been applied to library training programs,[8] and can be applied to a wide variety of planning and evaluation situations. In its most basic form the model raises

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[8] Brooke E. Sheldon, ed. Planning and Evaluating Library Training Programs (Tallahassee: Florida State University, 1973), 4.

four questions: What are the objectives to be accomplished? What procedures should be followed? Are the procedures working? Are the objectives being met? [9] I had tried to view the entire Project in terms of the CIPP model but had not been able to from the perspective of my limited role in its beginning stages. However, because I participated in all phases of producing the employment brochure I was able to use a loose version of the model in planning, monitoring and evaluating my efforts.

Context

The context consists of goals and objectives, underlying assumptions, and a description of the environment in which the goals and objectives are being pursued, including factors which limit that pursuit. The first step in developing the context was the formulation of the goal: to bring to the attention of Macomb County residents the local resources offering job counseling, testing, training and placement. Next, the following objectives were specified:

1) to identify and obtain information about specific resources

2) to present that information in a format useful to the unemployed and those in need of vocational guidance

3) to generate publicity for the Community Resource Project

4) to interest potential volunteers in the Project

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[9] Daniel Stufflebeam, Planning and Evaluation for Statewide Library Development: New Directions (Columbus: Ohio State University, 1972), 24-33.

5) to provide local social service workers with a sample of what the Project will eventually produce

6) to try out the tentative Project Questionnaire.

From the perspective of hindsight, it is apparent that only the first two objectives were logically derived from the goal. A second implicit goal of promoting the Community Resource Project should have been stated explicitly.

Two basic assumptions were made. First, it was assumed that unemployment and underemployment were significant problems in Macomb County. It should be noted that at the time, in early October, massive automobile industry lay-offs had not yet begun. Those lay-offs, of course, made the employment situation far worse. It was also assumed, on the basis of earlier interviews concerning information needs, that many County residents lacked knowledge about where to go for employment-related assistance. It would have been possible to obtain empirical evidence to test these assumptions, but we did not consider such testing to be the most beneficial use of the limited time and budget allotted to the brochure.

No work beyond that mentioned in Chapter Two was done in describing the County environment. The figures relating to employment in the 1970 Census data were recognized to be quite out-of-date due to the changing economy. Rather than attempting to discover the characteristics of the typical unemployed person and aiming the brochure at that person, I attempted to locate employment resources available to people with a wide range of characteristics.

Four major limitations were identified. Time was one important consideration. About six weeks remained in the

internship period. Money was also a limiting factor. Nothing was set aside for a preliminary brochure in the original Project budget. While no definite financial restraint was imposed, it was understood that no expenses other than printing costs would be incurred. A third limitation was the existence of available employment resources and my ability to locate them. This limitation proved to be more severe than anticipated. My secret hope of discovering underused resources which could help many people if only their existence was publicized was dashed when I found only resources which claimed already to be helping as many people as they were capable of helping. A final limitation was the cooperation of the staff members of the resources. In general they were cooperative but not enthusiastically so. Most saw little need for the brochure because they felt they already did an adequate job of publicizing their programs.

Input

The second major phase of the CIPP model, Input, refers to strategies devised to meet the objectives, taking the Context into consideration. The first step of the Input phase is to "brainstorm" possible strategies. Next, each is evaluated in terms of feasibility, goal-relatedness, efficiency and effectiveness. Some ideas are adopted and others rejected. For example, with regard to the first objective, identifying resources and obtaining information, these possible steps were considered and rejected: visiting major employers and interviewing personnel officers to get their view of the

situation; interviewing people applying for unemployment compensation to learn more about their needs; visiting vocational schools to learn how they handled placement. The following steps were considered and adopted: learning about the services of the Michigan Unemployment Security Commission and asking for any leads their counselor could suggest; investigating agencies described in the Community Services Directory under "Employment," "Placement," "Vocational Rehabilitation" and "Vocational Training"; interviewing the Regional Placement Director at Macomb County Community College to obtain further leads; identifying and interviewing the person in charge of job programs for the Macomb Action Program; learning about local federally funded job programs; investigating resources included in the Crisis Center files under "Jobs"; following up all leads with personal or telephone interviews using the tentative Project Questionnaire.

Once the needed information had been obtained subsequent steps in the Input phase included the arrangement of the entries, selection of headings, content and structure of individual entries, physical lay-out, illustrations, printing, and distribution of the brochures. In terms of overall organization, the entries were arranged according to characteristics of the users of particular services. The idea of arranging them instead according to the type of service offered, such as testing, counseling, or placement was considered. However, many resources offered more than one service, making that arrangement impractical. The arrangement chosen did cause a few problems. For instance, the Michigan Employment Security Commission offers services to the

economically disadvantaged, veterans, and would-be apprentices, as well as to residents in general. Due to the arrangement, four separate references to M.E.S.C. had to be included. This fact did not please my contact at M.E.S.C. who would have preferred to have seen all of his agency's services listed together. The headings chosen to designate the groups to which the particular services were available were not taken from any standard source. They came primarily from the terms used by the resources to describe their clientele. Some were awkward, notably "Former Criminal Offenders" and "Would-Be Apprentices". Perhaps better ones could have been selected.

Several considerations affected the content and structure of the individual entries. First of all, consistency was sought. Basically the same categories of information were included in each entry. Each entry began by presenting name, address, and telephone number as well as hours of business. This information was placed prominently to facilitate the user contacting the resource. The remainder of the entry described the services offered and eligibility requirements in order to help the user determine whether that particular agency could meet his needs. An informal, conversational style was aimed for, though cutting down the entries for the sake of brevity hampered that effort somewhat.

In designing the color, size, shape and lay-out of the brochure, I worked with the Library Network's artist and the secretary who assisted him. The brochure was to be eye-catching, attractive and easy to use as well as inexpensive

to produce. The format selected was a practical one because it used standard 8½"x11" sheets of paper and thus required no paper cutting. Originally using only two sheets was planned, but a rough draft made it clear that the two sheets would be very crowded with no margins and no free space for illustrations. Adding a third sheet made it a bit larger and bulkier than intended, but the benefit in free space was well worth the additional bulk. Adding the third sheet did make folding them a more formidable chore, but Mrs. Winters solved that problem by obtaining permission to use the folding machine in the Warren City Hall. The illustrations, typing and printing were done by the Library Network personnel. Original illustrations would have enhanced the appearance of the brochure. However, I had no artistic skills and I hesitated to ask for a great deal of the Network Artist's time. His assistant up-dated some old illustrations, which served well enough. Several means of reproduction were considered. Electric stencil was chosen because it was inexpensive, could be done at the County Library, and could produce reasonably sharp and clear print.

I could have done a better job if I had brought more training and experience to the job. My only previous experience with designing promotional materials came from working as a graduate assistant on a student handbook. Most students in the Department do not have even this limited exposure to lay-outs, illustrations, printing options and other factors involved. Perhaps arrangements could be made with other departments at the University to at least offer such

subject matter as an elective. Certainly the packaging is an important aspect of any distributed information, whether it is in a small brochure or an extensive directory.

The final aspect of the Input phase was the distribution of the brochures. We planned to distribute them in libraries, at an Interagency Council meeting, at the unemployment compensation office and in shopping centers. Because the internship ended on the day the brochures were printed, the actual distribution was left to Mrs. Winters.

Process

The third phase of the CIPP model is Process, in which monitoring devices are established to determine whether plans are being followed and progress in attaining objectives is being made. The first monitoring device I applied to my attempt to locate as many available resources as possible involved asking each person interviewed to suggest other possible sources. At times the suggestions made turned out to be false leads and some time was wasted in tracking them down, but this was a risk worth taking in order to avoid omitting appropriate resources. In order to insure obtaining consistent information, I used the tentative Project Questionnaire in each interview. I made up a timetable for the completion of various steps, with which it was possible to determine at any point whether there was a need to speed up work or revamp plans. I also used the Project Coordinator and the Project Director as monitors, conferring with them from time to time and asking their opinions about various questions.

As a final check, I submitted a rough draft of the brochure to each of the persons interviewed and asked each to report any errors or misunderstandings. My intention was to avoid offending the agencies involved and to guard against inaccuracies which might have destroyed the creditability of the entire effort. Several of the interviewees did call to point out small factual errors or to express their opinions about the treatment of certain matters. These expressions of opinion did not always result in the requested change being made, but they at least made the caller aware of the reasons behind the treatment given his organization in the brochure.

Product

The final phase of the CIPP model is Product, an evaluation of whether or not the original objectives were met. The first objective, locating resources and obtaining information, was considered to be met when resource persons queried suggested no new possible leads, only the ones already investigated. In order to determine whether the objective of presenting the information in a format useful to those in need of it was met, it would have been necessary to do surveys or interviews among people in need of employment assistance. We were not sufficiently interested in knowing that to make the time commitment such a survey would have required. A subjective evaluation could have been made based on the requests for copies of the brochure from the Network librarians, the local Community College, and the

high school vocational education directors. Whether their desire to distribute the brochure came from the fact that nothing else on the subject was available, or whether they found its quality good, these people at least felt it was worth distributing.

We did not attempt to gather empirical evidence to evaluate the third objective, generating publicity for the Community Resource Project. Since the name and address of the Project appear on the front of the brochure, probably some of those who have seen the brochure are now aware of the existence of the Project. However, in spite of the appeal for volunteer help on the back of the brochure, no volunteer workers were recruited as a result of the brochure. Therefore, it is not known how many people know about the Project from seeing the brochure, but it is known that none were sufficiently interested to volunteer to help with it.

The brochure certainly did accomplish the objective of giving at least some of the County's social service workers a sample of what the Community Resource Project is all about. It should be noted, though, that as the exact format to be used in the Project's resource directories has not been determined, entries in the directories may not closely resemble those in the brochure. The objective of trying out the tentative Project Questionnaire was also accomplished. As noted in the previous chapter, two questions were eliminated from the questionnaire after this test, because they failed to elicit useful information. Besides accomplishing a num-

ber of objectives, producing the brochure gave me some experience in managing time and in interviewing, as well as in writing and packaging community resource information. A copy of the brochure can be found in Appendix G.

CHAPTER FIVE

RECOMMENDATIONS

My ten weeks with the Macomb County Community Resource Project provided me with a number of valuable experiences. I learned a considerable amount about Macomb County, an area with which I had previously been unfamiliar. Doing background research enabled me to sharpen my skills in literature searching and interviewing. Participating in the beginning stages of the development of the resource file exposed me to a number of the problems a community information specialist must face, including determining information needs, organizing diverse material, working with files and trying to choose subject headings. Doing the employment brochure gave me a chance to practice some of my skills and made it plain that I lacked others. On the basis of these experiences, the following recommendations are offered for the consideration of the various concerned parties.

To the Department of Library and Information Services

Of all the subjects studied during my course work those which proved to be of most direct value in my internship were literature searching, interviewing, and the use of the CIPP model. Future interns could be prepared more thoroughly for work in community resource projects if some additions

were made to the curriculum. Articles on resource files and directories could be read, perhaps as part of a broad exposure to the various aspects of the library and information field in the "Introduction" course. In addition to studying Sears and Library of Congress subject headings, students in the "Organization" course should deal with the problem of developing appropriate headings for resources and community services. Perhaps the six classification schemes described in "The Resource File" could be investigated as well as any other sources the Department could locate on the topic. "The Resource File" could also be discussed profitably in the "Automation" course in terms of the question of whether community resource projects can and should be totally automated.

Options that the Department's students might be encouraged to pursue in other University departments include survey, testing and measurement techniques, and training in the packaging of informational materials both in print and in other media. Techniques of file organization is an important area which might be stressed more heavily. For instance, the ability to make and use cards similar to those manufactured by the Royal McBee Company could be a useful skill to have in some internship assignments. Perhaps the Department could sponsor a one-day workshop on this topic. First and second quarter students would surely have more realistic expectations if past and present interns met with them to discuss their experiences. Toward the same end, students in the "Introduction" course could read and discuss representative theses.

To Future Interns

The preceding list of recommendations is also directed toward students who anticipate working in situations similar to the one described. I would also like to caution future interns to be open in the expectations they take with them to community resource projects, particularly ones which are just getting started. The field is still fairly new, at least in connection with libraries, and few set procedures have been established. Consequently, the project may seem vague and the role assigned to the intern may be quite nebulous and open-ended. But while this situation can be frustrating, it can be the basis of a unique learning opportunity. For obvious reasons, the tasks assigned to students in their course work are usually of manageable proportions. The disadvantage of such tasks is that they do not prepare the students for the size and complexity of many professional assignments. Facing and coming to terms with the feeling of being overwhelmed by the size and scope of the task to be undertaken can be a valuable feature of the internship experience.

Another lesson which can be learned from experience much more readily than from course work is the amount of time and effort which go into practical and mundane tasks. For us, finding an office, furnishing and equipping it as inexpensively as possible, and hiring clerical help were all major operations. And mundane tasks such as checking information and typing cards can be very time-consuming. While the intern should expect to do a considerable amount

of this paper work, she should be careful not to limit herself to office tasks. It is definitely worth whatever effort it takes to arrange opportunities to go out into the community and talk with people. Interviews are sometimes rewarding and sometimes frustrating, but always learning experiences. And every intern should take advantage of every occasion the internship offers to observe various aspects of the library and information field which she might pursue in her future career. Whenever possible, the intern should build into the internship chances to participate in functions which interest her.

The Department recommends that each intern keep a log or journal which becomes an important tool in writing the thesis. My log would have been more valuable if I had made more of an attempt to analyze what was happening each day instead of merely recording the events of the day. Several important issues such as the reasons one hesitates to approach formidable persons or organizations for help, and the question of how to decide whether to duplicate the work of another agency with which cooperation cannot be readily achieved came out in discussions with my thesis committee. Had I been thinking in terms of what questions were raised by each day's experiences, I might have been able to offer more constructive advice on dealing with some of these questions. On the other hand, I would caution future interns against carrying this idea to such an extreme that the people one is working with feel that their actions are constantly being observed and analyzed.

To the Library Network of Macomb

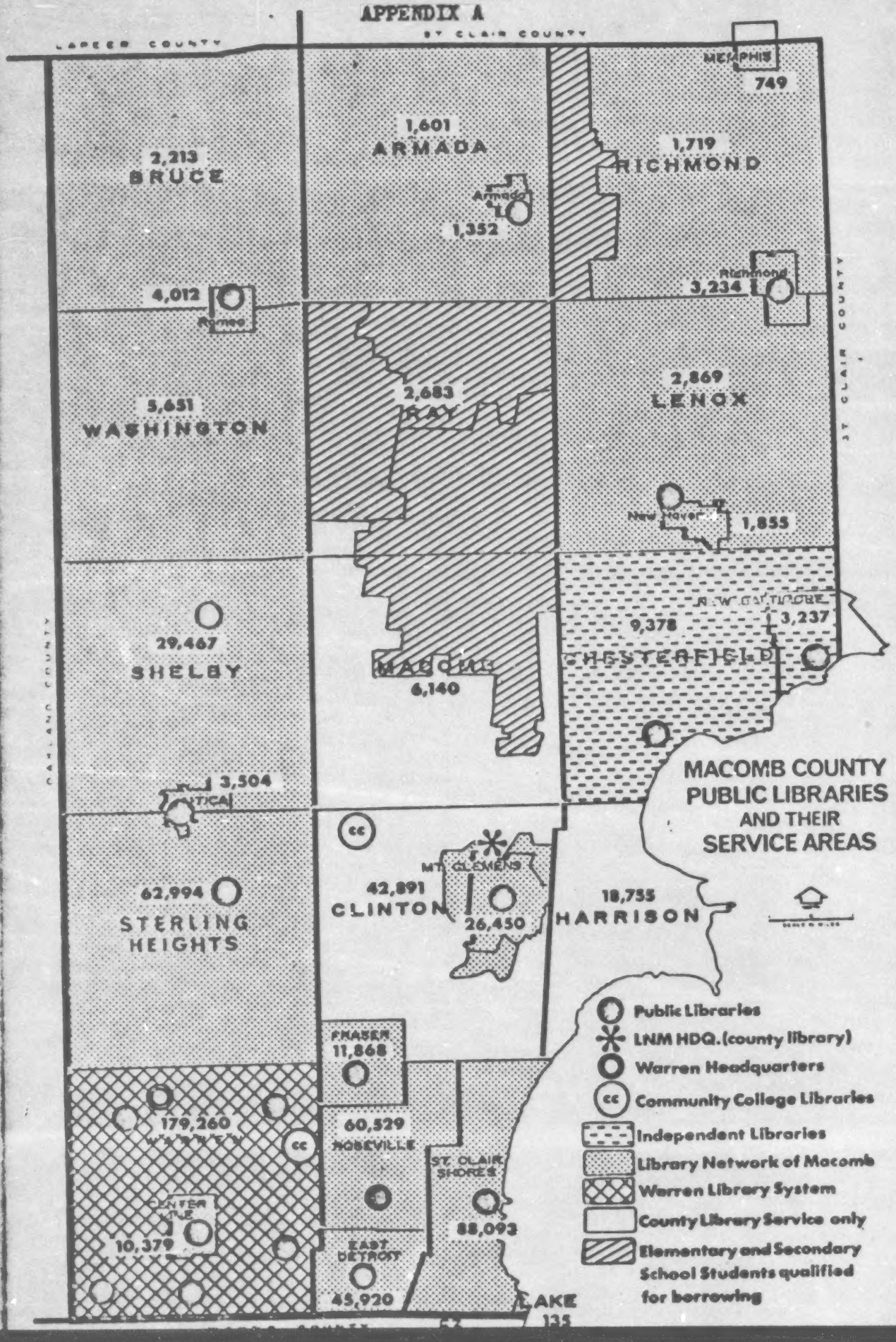
Some recommendations were made to the Project Coordinator before the internship ended. Several concerned tasks volunteers could perform to expand the working file of available resources. I suggested that one volunteer in each geographic area could contact local churches to inquire about church-sponsored recreational programs, service projects, and clubs open to the public. Another could contact local schools for the same information. A third, using the "Official Macomb County Directory" as a model, could describe the services offered by local government offices and departments.

I also suggested at that time that either the original MACHRIS Committee or a new committee of interested agency and library staff members be convened to discuss a number of unanswered policy questions such as the following: How will the file be handled to prevent misuse of names, addresses and phone numbers for exploitive purposes? What criteria will be used to determine which, if any, profit-making establishments will be included? What priorities should be used to determine how much of the material in the file will be printed in the two directories? Should the directories simply be keys to the file, indicating that detailed information on a given organization is available in the file or from some other source? Members of this committee could also help the Coordinator evaluate possible subject headings, on the basis of their own knowledge of the terms clients use when requesting information.

Efforts to obtain funding to continue the Project after the grant runs out should certainly be maintained. Additional funds may be needed for completion of the work in progress as well as for implementation and up-dating of the Project. The possibility of hiring another intern to assist with the actual preparation of the two directories should be considered. When the file is ready for use, care should be taken in preparing librarians throughout the County to use it effectively. It might be advantageous to hire a staff person from the TIP Project in Detroit to act as a consultant for this process. TIP personnel have learned a great deal in this area and their advice should be helpful. Also, the Network should consider hiring an additional staff member to supervise the up-dating of the file and directories.

According to the grant proposal, the effectiveness of the Project will be tested by sending questionnaires "to a representative sample of the economically disadvantaged and to Community Counselors". Some form other than written questionnaires should be used to insure a maximum response. Also, the libraries could provide one of the focal points for evaluation. Reference librarians could keep records to indicate both whether more patrons are asking more questions and whether the patrons and the types of questions have changed as a result of the availability of community resource information. Finally, with regard to evaluation, the Network should not expect too much too soon from the Project. The prospective file and loose-leaf directory will be broader, more diverse and more inclusive than most of the ones devel-

oped by other communities. Such size will not lend itself readily to simple organization and ease of use. The first products of the Macomb County Community Resource Project will contain a wealth of useful information. But only as the file and directory are used will their excesses and their inadequacies become apparent, enabling later editions to be considerably better.


LAPEER COUNTY
ST CLAIR COUNTY
MEMPHIS
749
1,601
ARMADA
Armada
1,352
1,719
RICHMOND
Richmond
3,234
2,213
BRUCE
4,012
Romeo
2,683
2,869
LENOX
New Haven
1,855
5,651
WASHINGTON
29,467
SHELBY
9,378
3,237
CHESTERFIELD
6,140
3,504
62,994
STERLING HEIGHTS
42,891
CLINTON
MT CLEMENS
26,450
18,755
HARRISON
FRASER
11,868
179,260
60,529
ROSEVILLE
ST CLAIR SHORES
88,093
10,379
EAST DETROIT
45,920
LAKE
135
CARLAND COUNTY
ST CLAIR COUNTY
MACOMB COUNTY
PUBLIC LIBRARIES
AND THEIR
SERVICE AREAS
Public Libraries
LNM HDQ. (county library)
Warren Headquarters
Community College Libraries
Independent Libraries
Library Network of Macomb
Warren Library System
County Library Service only
Elementary and Secondary School Students qualified for borrowing

APPENDIX B

STATE LIBRARY SERVICES
735 East Michigan Avenue
Lansing, Michigan 48913

Due Date:
April 1, 1974

APPLICATION FOR LSCA TITLE I PROJECT GRANT

1. Name of Library or System Applying Library Network of Macomb
2. Mailing Address 21930 Dunham Road, Mt. Clemens, Michigan 48043
3. Librarian or Director Laura Weiss, Interim Director
4. Supervisor of Project Same
5. Total Population Project Will Serve 626,938 (1970 Census of Macomb County)
6. Amount of Federal Funds Requested $40,000
7. Estimated Total Cost of Project $45,000
8. Priority Toward Which Project is Directed Urban and rural areas with high concentration on low income families
9. Statement:

The Library Network of Macomb (System or Library Name) agrees to furnish for State Library and federal government use a 6-month and a 12-month financial and evaluative report, on forms provided by the State Library. If the project is in progress beyond one year, an 18-month report will be furnished. It is understood that half the grant money will be given at the time the grant is awarded; the second half will be given following receipt, at the State Library, of the 6-month report.

March 20, 1974
Date

Laura Weiss
Signature of Library or System Director

William Lafferty
Signature of Project Director, if different from above

Patrick D. Johnson
Signature of Board Chairman or appropriate local government officer

GOING TOWARD ACCOUNTABILITY
WITH YOUR LSCA TITLE I PROJECT

GOAL

1. What group or class or type of person do you hope to attract and help through your project?

Primarily, the economically disadvantaged,* by involving them in the preparation and dissemination of information on community resources to their peer groups. Secondarily, the community counselors and institutions of Macomb County to satisfy need to furnish information re. community resources. Next, any citizens of Macomb County by making information available through Macomb's libraries.

PERFORMANCE OBJECTIVE

2. What will your project, if successful, do for those you want to help?

The project will give those outlined above easy access to and information about social, educational, recreational and governmental resources available in their community and/or county, thus encouraging better and more use of the resources available.

PERFORMANCE OBJECTIVE

3. What will these people be able to receive or do as a result of your project?

In the case of the economically disadvantaged, there will be a greater awareness of community resources available to solve their problems and informational needs. Names of resources, addresses, phone number and descriptive information will be at finger-tip to all, thus avoiding the run-around frequently encountered by those seeking pertinent information.

NEEDS ASSESSMENT

4. Is there a gap between the service needed and that now being received? If so, how serious, how great is that gap? How have you determined this?

A questionnaire was sent to all members of the Macomb County Interagency Council. In addition, the gap in service has been discussed with representatives of the Crisis Center and the County Dept. of Social Services. Also, a box was set up at the Macomb County Library asking patrons to comment on such a service. All indications were that there is a severe gap based on the scope of the Crisis Center card file and Community Information Services.

NEEDS ASSESSMENT

5. Is the service you propose to provide now available to any extent (perhaps through an agency different from a library) to the people needing the service?

The service is partially available through the Community Information Service of the Metropolitan Detroit United Fund and Crisis Center of the Macomb County Community Mental Health Dept.

DELIVERY SYSTEMS

6. How will the proposed service be provided or "delivered"?

A printed directory for the economically deprived will be published. A loose-leaf directory will be published for community counselors and libraries. A central expanded card file will be provided for use by all groups.

* Communties determined by information available through Social Service Statistics, Urban Renewal Directory and Macomb County Planning Commission.

DELIVERY SYSTEMS

7. What methods, facilities, and staffing are needed?

Staff is needed to find, compile, update, disseminate, and publish information about community resources available. Office space is needed for preparation and updating of card file.

See attachment.

TESTING AND EVALUATION

8. You will need to know what worked, what failed, and how close you came to reaching your objective. How will you evaluate or test your accomplishment? Observation? Opinion survey? In-service staff programs? Formal tests? Questionnaires? Other means? Be specific.

We will send questionnaires to a representative sample of the economically disadvantaged and to Community Counselors to determine the effectiveness of the project. Also, observation and first-hand contact with those involved will be a constant means of determining amount of success of program.

9. Now that you have analyzed your proposal, please give here a concise statement of the proposal.

We propose the preparation of a comprehensive card file of educational, governmental, social and recreational community resources of Macomb County, printed directories for the economically disadvantaged community and loose-leaf binders for community counselors and libraries, with considerable involvement of the economically disadvantaged community in the compilation and dissemination of information to their peer groups.

10. Here, or on an attached sheet, please provide a detailed cost estimate for this LSCA Title I Project.

Attached.

11. Does this project proposal have the approval of your board of trustees or other governing body?

Yes

12. When LSCA funds are exhausted can you carry on this project if it has proven worthwhile? By what means?

Yes, because of the widespread interest, volunteer help will continue. Local funds will be sought for actual expense. The County Library and Crisis Center will jointly update the card file.

APPENDIX C

CENSUS AND PLANNING COMMISSION DATA

DATA ON MACOMB COUNTY FROM 1970 U.S. CENSUS CHARACTERISTICS OF THE POPULATION VOLUME 24 - MICHIGAN

Land area - 480 square miles
Total population - 625, 309 or 1,302.7 per square mile
576,672 people or 92.2 % of the population live in areas considered urban. From 1960 to 1970 the county population grew by 54.1 %, while the rural pop. decreased by 4.6 %. This was the largest percentage of growth of any county in the state during that period. Of municipalities within the county, Sterling Heights grew the most percentage-wise and Warren grew the most in terms of absolute numbers.

	AGE CHARACTERISTICS	
COUNTY SUBDIVISIONS:	% of pop. under 18	% of pop. over 65
Armada Township	38.8	9.9
Bruce Township	41.7	7.4
Center Line City	35.4	6.9
Chesterfield Township	41.7	5.0
Clinton Township	43.0	3.6
East Detroit City	36.0	7.3
Fraser City	45.4	3.5
Harrison Township	36.7	5.4
Lake Township	35.6	11.1
Lenox Township	44.5	6.2
Macomb Township	42.8	5.5
Memphis City	41.9	10.8
Mount Clemens City	34.3	9.6
New Baltimore City	38.6	8.2
Ray Township	39.7	9.2
Richmond City	38.2	10.9
Richmond Township	39.3	9.5
Roseville City	41.2	4.2
St. Clair Shores City	39.3	5.9
Shelby Township	44.9	3.3
Sterling Heights City	43.8	2.3
Utica City	32.8	7.8
Warren City	41.6	3.8
Washington Township	40.5	6.5

SEX: 309,993 males - 315,316 females
RACE: The county has a non-white population of 9,753, of which 7,572 are black. The others are: 536 Indian, 385 Japanese, 420 Chinese, 201 Filipino and 639 other. Highest % of blacks - New Haven, with 41.5 %, Mount Clemens with 16.2 %.
2,983 residents live in group quarters rather than households.

FAMILIES: There are 153,453 families, of which 100,308 have children under 18 and 51,324 (or 33.1 %) have children under six. Of the 9874 families with female heads, 5,913 have children under 18 and 1,921 have children under six.

PLANNING
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Macomb County Library
MACOMB COUNTY LIBRARY

Vol. 6, No. 4

August, 1974

AUG 28 1974
REFERENCE DEPT.

MACOMB COUNTY 1974 POPULATION ESTIMATES

Community	1960 Census	1970 Census	1974 Population	Numerical Change 1970-1974	Percentage Change 1970-1974
Armada	1,111	1,352	1,470	118	8.7
Armada Twp.	1,336	1,601	1,970	369	23.0
Bruce Twp.	1,538	2,213	3,110	897	40.5
Center Line	10,164	10,379	10,400	21	.2
Chesterfield Twp.	5,888	9,378	13,200	3,822	40.8
Clinton Twp.	25,688	48,865	59,000	10,135	20.7
East Detroit	45,756	45,920	45,100	-820	-1.8
Fraser	7,027	11,868	14,200	2,332	19.6
Harrison Twp.	12,910	18,755	23,900	5,145	27.4
Lake Twp.	109	135	130	-5	-3.7
Lenox Twp.	2,356	2,869	3,170	301	10.5
Macomb Twp.	4,807	6,140	7,360	1,220	19.9
Memphis (pt.)	648	749	860	111	14.8
Mt. Clemens	21,016	20,476	21,200	724	3.5
New Baltimore (pt.)	2,375	3,237	4,350	1,113	34.4
New Haven	1,198	1,855	2,030	175	9.4
Ray Twp.	2,086	2,683	3,030	347	12.9
Richmond	2,667	3,234	3,790	556	17.2
Richmond Twp.	1,385	1,719	1,990	271	15.8
Romeo	3,327	4,012	4,030	18	.4
Roseville	50,195	60,529	61,300	771	1.3
St. Clair Shores	76,657	88,093	89,300	1,207	1.4
Shelby Twp.	17,114	29,467	35,500	6,033	20.5
Sterling Heights	14,622	61,365	84,300	22,935	37.4
Utica	1,454	3,504	4,580	1,076	30.7
Warren	89,246	179,260	182,000	2,740	1.5
Washington Twp.	3,124	5,651	7,640	1,989	35.2
Macomb County	405,804	625,309	688,910	63,601	10.2

Source: Macomb County Planning Commission

Glen H. Peters, Chairman
Stephen Okros, Vice Chairman
Willard D. Beck, Secretary
Sherwood Bennett
Ray W. Brandenburg
George W. Perkins
Joseph S. Raich
Robert A. VerKuilen
Edwin E. Whedon

Macomb County Planning Commission
115 S. Groesbeck Highway

SUMMARY OF SOCIAL AND ECONOMIC CHARACTERISTICS - 1970

** THE STATE - STANDARD METROPOLITAN STATISTICAL AREAS - COUNTIES - PLACES OF 2500+	Total population			Persons 25 years old and over		Families - Percent with own children under 6 years	Persons under 18 years - Percent living with both parents	Employed persons			Worked during census week - Percent working outside county of residence	Families			Median age
	Number	Native population - Percent residing in State of birth	Children in elementary school - Percent in private school	Median school years completed	Percent who completed 4 years of high school or more			Percent in manufacturing industries	Percent in white-collar occupations	Percent government workers		Median income (dollars)	Percent with income of - Less than poverty level	Percent with income of - $15,000 or more	
STATE OF MICHIGAN	8,875,068	72.2	13.6	12.1	52.8	28.2	84.8	35.9	49.9	13.7	19.0	11,032	7.3	26.7	26.3
DETROIT SMSA	4,199,923	68.2	15.9	12.1	52.1	27.5	83.1	37.4	47.7	12.1	22.8	12,117	6.5	33.0	27.2
MACOMB COUNTY	625,309	78.1	14.5	12.1	55.9	33.1	91.2	42.3	47.2	10.6	42.4	13,110	3.6	36.1	24.6
MACOMB COUNTY COMMUNITIES															
Center Line	10,375	78.9	27.6	12.0	49.9	28.5	89.0	44.3	44.8	11.5	36.7	12,621	3.9	33.9	26.8
East Detroit	45,867	78.2	28.8	11.7	47.7	23.5	91.0	39.7	44.3	8.6	53.6	12,943	3.9	35.3	29.3
Fraser	11,868	81.7	17.8	12.2	59.7	39.8	92.4	39.3	49.0	8.5	36.7	13,548	2.4	38.6	22.0
Mt. Clemens	20,532	70.0	14.7	12.1	54.1	28.3	80.5	31.0	44.6	17.0	16.4	11,210	7.0	28.4	26.4
*New Baltimore	4,190	75.5	---	12.3	62.1	---	---	37.3	---	---	---	11,566	4.8	30.7	24.3(pt)
Richmond	3,067	83.7	---	12.1	55.2	---	---	27.8	---	---	---	10,000	5.8	20.4	25.5
Romeo	4,010	74.5	---	12.1	53.3	---	---	40.3	---	---	---	11,695	6.4	24.1	26.1
Roseville	60,567	78.9	14.9	12.0	49.7	34.3	89.6	42.4	41.8	8.9	41.4	12,262	4.3	27.3	23.1
St. Clair Shores	88,086	79.3	22.5	12.2	58.3	25.4	92.1	36.5	52.5	9.9	54.2	13,598	2.6	39.9	26.7
Sterling Heights	61,576	79.3	7.1	12.4	65.2	44.7	93.9	47.0	51.6	11.2	44.4	13,793	2.3	39.7	22.9
Utica	3,504	74.0	---	12.2	56.9	---	---	34.5	---	---	---	12,269	3.5	34.1	25.4
Warren	179,246	78.1	10.1	12.1	54.7	34.0	91.6	47.6	46.7	9.6	46.4	13,452	3.1	38.1	24.7

* Includes portions outside of Macomb County

** Extracted from Tables of General Social and Economic Characteristics; and General Population Characteristics - Michigan, U.S. Bureau of the Census, Census of Population: 1970.

TABLE 1

1970 CENSUS OF MACOMB COUNTY

GENERAL POPULATION AND HOUSING CHARACTERISTICS

	MACOMB COUNTY	ARMADA TWP.	ARMADA VILLAGE	BRUCE TWP.	CENTER LINE	CHESTERFIELD TWP.	CLINTON TWP.	EAST DETROIT	FRASER	HARRISON TWP.	LAKE TWP.	LENOX TWP.	MACOMB TWP.	MEMPHIS CITY (pt.)
COUNT OF ALL PERSONS	625,309	1,401	1,352	2,213	10,379	9,378	48,865	45,920	11,868	18,755	135	2,869	6,140	749
COUNT OF ALL HOUSING UNITS	176,491	440	396	582	3,129	2,789	13,436	13,214	3,067	5,797	47	770	1,648	222
COUNT OF PERSONS BY AGE														
under 5 years	64,308	149	116	195	893	945	6,260	3,350	1,209	1,835	12	291	536	75
5 years	15,087	35	21	59	208	222	1,266	763	328	387	2	73	139	20
6 years	15,258	41	25	61	181	242	1,298	877	326	399	0	73	134	15
7-9 years	46,329	91	93	177	589	762	3,613	2,715	1,074	1,185	13	236	466	60
10-13 years	62,982	171	140	263	895	956	4,710	4,369	1,393	1,677	13	316	701	70
14 years	14,291	33	19	58	229	221	1,129	1,197	300	361	2	77	160	14
15 years	13,298	42	34	61	233	213	965	1,120	277	343	1	69	176	17
16 years	12,775	36	28	47	213	191	889	1,094	263	359	2	71	156	20
17 years	11,841	40	33	43	234	156	875	1,040	224	340	3	72	140	21
18 years	10,198	34	26	39	191	142	720	901	185	286	3	46	123	13
19 years	8,348	17	24	27	170	110	592	729	127	322	0	42	96	11
20 years	7,824	17	29	24	186	119	609	634	90	340	1	38	66	6
21 years	7,809	23	16	28	148	157	643	614	109	405	1	34	58	8
22-24 years	26,859	61	46	53	562	482	2,670	1,627	385	1,124	1	111	189	25
25-34 years	87,743	178	133	278	1,188	1,370	7,664	4,188	1,726	2,582	19	331	668	71
35-44 years	81,724	172	145	268	976	1,124	6,102	5,879	1,805	2,321	23	328	834	94
45-54 years	69,537	208	153	240	1,478	904	4,687	6,916	1,095	2,073	11	276	676	74
55-59 years	23,525	81	53	92	605	356	1,391	2,642	320	783	3	105	269	26
60-64 years	16,601	49	48	74	484	237	1,014	1,919	216	618	10	81	195	26
65-74 years	19,756	76	79	80	508	311	1,172	2,347	272	709	9	115	223	43
75 years and over	10,116	47	91	46	208	158	596	999	144	306	6	82	115	38
COUNT OF PERSONS BY RACE														
white	615,556	1,399	1,345	2,206	10,366	9,215	47,406	45,788	11,838	17,926	135	2,823	6,117	746
negro	7,572	0	0	6	1	136	1,296	13	2	737	0	45	1	2
other races	2,181	2	7	1	12	27	163	119	28	92	0	1	22	1
COUNT OF HOUSING UNITS														
owner occupied	142,601	366	289	451	2,626	1,699	11,204	11,871	2,692	4,100	35	584	1,380	173
renter occupied	28,977	56	86	110	469	927	1,822	1,206	314	1,419	8	155	222	38
vacant for rent	2,299	4	4	2	6	38	169	38	14	80	0	3	7	2
vacant for sale	1,017	4	7	2	4	- 8	138	49	32	19	0	4	11	0
vacant other	1,597	10	10	17	24	116	103	50	15	179	4	22	28	9
COUNT OF YEAR-ROUND HOUSING UNITS														
one-unit structures	147,774	428	345	541	2,257	2,298	11,133	12,195	2,804	3,820	43	729	1,593	197
two or more unit structures	24,826	11	51	33	872	370	2,071	1,012	261	1,235	0	39	53	25
mobile homes (occupied only)	3,720	1	8	2	9	56	226	4	0	718	0	1	0	0
VALUE OF OWNER-OCCUPIED HOUSING UNITS														
Less than $5,000	495	2	4	4	3	7	38	24	1	55	0	8	9	8
$5,000 to $9,999	3,819	25	24	21	46	91	192	275	22	161	0	38	45	38
$10,000 to $14,999	13,971	22	81	27	293	233	661	1,510	135	434	2	66	162	59
$15,000 to $19,999	29,744	38	67	44	700	332	1,822	3,676	180	548	6	85	297	32
$20,000 to $24,999	33,932	42	57	34	504	302	2,731	3,377	882	502	4	64	288	15
$25,000 to $34,999	35,433	30	24	84	400	285	2,589	2,215	899	756	15	41	227	9
$35,000 to $49,000	11,565	9	10	59	60	109	1,133	371	263	580	6	21	76	3
$50,000 or more	1,844	2	1	24	6	41	328	36	26	179	1	7	12	0

GENERAL POPULATION AND HOUSING CHARACTERISTICS

TABLE 1 (continued)

	MOUNT CLEMENS	NEW BALTIMORE (pt.)	NEW HAVEN	RAY TWP.	RICHMOND CITY	RICHMOND TWP.	ROMEO	ROSEVILLE	ST. CLAIR SHORES	SHELBY TWP.	STERLING HEIGHTS	UTICA	WARREN	WASHINGTON TWP.
COUNT OF ALL PERSONS	20,476	3,237	1,855	2,683	3,234	1,719	4,012	60,529	88,093	29,467	61,365	3,504	179,260	5,651
COUNT OF ALL HOUSING UNITS	6,823	1,045	508	745	982	434	1,195	16,751	24,882	7,571	17,571	1,265	49,609	1,573
COUNT OF PERSONS BY AGE														
under 5 years	1,859	311	259	226	315	143	355	6,421	7,304	3,186	8,740	418	18,324	581
5 years	386	71	46	59	69	33	75	1,446	1,804	790	1,830	72	4,740	143
6 years	350	68	44	68	64	37	81	1,441	1,845	834	1,811	54	4,829	138
7-9 years	1,132	206	129	205	193	116	264	4,282	5,896	2,518	5,022	168	14,698	426
10-13 years	1,622	305	180	276	312	175	382	5,837	9,443	3,336	5,628	219	18,007	586
14 years	420	74	47	58	70	44	84	1,467	2,288	730	1,157	42	3,870	138
15 years	410	76	43	60	72	43	90	1,431	2,134	653	982	54	3,565	134
16 years	440	62	35	61	65	44	95	1,382	2,005	616	956	60	3,457	128
17 years	414	75	37	53	76	40	85	1,261	1,916	578	767	64	3,139	115
18 years	402	57	36	46	51	47	62	1,232	1,545	499	730	58	2,630	94
19 years	375	49	39	34	52	35	63	975	1,171	347	575	69	2,224	73
20 years	415	52	35	41	52	18	56	907	1,042	335	566	69	2,018	59
21 years	403	78	38	21	53	19	59	908	913	281	609	81	2,024	78
22-24 years	1,215	181	116	80	150	67	196	3,199	2,963	953	3,076	297	6,809	221
25-34 years	2,412	397	206	344	400	186	455	8,207	9,933	4,252	12,998	514	26,266	777
35-44 years	2,122	331	186	297	336	181	399	7,464	12,678	4,222	7,186	310	25,221	720
45-54 years	2,289	347	167	297	326	185	433	6,744	11,432	2,966	4,973	394	19,570	623
55-59 years	975	125	69	115	118	64	191	1,935	3,789	859	1,477	162	6,704	216
60-64 years	877	107	49	94	107	78	157	1,419	2,797	546	858	126	4,270	145
65-74 years	1,200	138	56	133	201	98	205	1,756	3,527	655	931	154	4,379	179
75 years and over	758	127	38	115	152	66	225	815	1,668	311	493	119	2,316	77
COUNT OF PERSONS BY RACE														
white	17,052	3,228	1,061	2,676	3,229	1,714	3,735	59,681	87,692	29,362	61,077	3,487	178,415	5,637
negro	3,324	0	770	2	1	4	270	606	167	12	38	5	132	2
other races	100	9	24	5	4	1	7	242	234	93	250	12	713	12
COUNT OF HOUSING UNITS														
owner occupied	4,009	631	356	610	698	337	842	13,458	21,218	6,536	13,500	720	40,994	1,222
renter occupied	2,579	317	144	97	255	92	328	2,995	3,336	869	2,825	429	7,601	278
vacant for rent	133	57	2	2	6	0	8	137	97	50	776	40	599	22
vacant for sale	28	3	2	1	7	1	4	80	79	45	319	37	117	16
vacant other	74	37	4	35	16	4	13	81	152	71	151	39	298	35
COUNTY OF YEAR-ROUND HOUSING UNITS														
one-unit structures	4,219	696	349	712	783	410	873	14,143	22,397	7,152	13,793	750	41,803	1,311
two or more unit structures	2,599	325	76	30	198	23	280	2,448	2,432	414	3,087	513	6,173	195
mobile homes (occupied only)	3	0	83	2	1	1	41	160	48	a 3	684	0	1,623	63
VALUE OF OWNER-OCCUPIED HOUSING UNITS														
Less than $5,000	20	4	18	6	6	2	16	49	25	22	28	2	129	3
$5,000 to $9,999	246	48	57	26	84	11	51	470	331	144	118	15	1,212	28
$10,000 to $14,999	729	98	78	77	147	18	136	2,111	1,545	502	344	81	4,324	96
$15,000 to $19,999	1,150	150	61	77	183	34	212	4,858	4,960	1,049	1,047	104	7,686	144
$20,000 to $24,999	688	104	34	83	120	21	141	3,578	7,120	1,173	3,029	128	8,775	134
$25,000 to $34,999	411	111	13	62	71	25	92	1,335	5,213	1,749	5,664	128	12,724	261
$35,000 to $49,000	155	41	4	22	14	10	36	218	1,259	1,444	2,024	66	3,357	215
$50,000 or more	79	17	0	11	11	2	11	41	289	179	177	4	264	94

APPENDIX D

DETROIT NEWS ARTICLE

They're compiling a guide to Macomb

By MARY ELLEN KIRBY
News Staff Writer

Several volunteers are tackling the big job of compiling a community resources directory for Macomb County.

Since last September, Mrs. Mildred Pendorf of Sterling Heights, Mrs. Virginia Ciavone of Warren, Mrs. Carol Windorf of Roseville and Mrs. Marygrace Robinson of Romeo have contributed several hours a week to the task. They type, file and make survey calls to get the information.

The directory will include the name and purpose of each organization, programs, referrals and general services available to everyone in the community.

"The women are currently verifying and updating information we already have in a master file," said Mrs. Betty Winters of Warren, project coordinator, "and that alone is a tedious, time-consuming job.

"WE ARE FORTUNATE they are donating their time and services. Without them, we could never complete the project on the budget we have, she said."

The project is sponsored by the Library Network of Macomb County and financed through two Title I grants by the Department of Health, Education and Welfare. But the grants of $20,000 and $15,000 will be used principally to cover printing costs.

Mrs. Pendorf, 86, is one volunteer who recognizes the project's importance.

"I'm a recent resident of Macomb County, and I know how difficult getting acquainted can be for a newcomer," she said.

"I CAME HERE three years ago after living in New York and Kansas. Fortunately, I have family here to help me but forming new friendships and learning what services are available in a new area can be very hard."

Mrs. Pendorf spends several hours each day calling organizations to update the current file.

"It all takes time," she said, "because some of the contacts are outdated and many times you don't get the right person. You can end up having to place several more calls before you get the right information."

"We try to assign volunteers who live in the same general area as the organizations they are checking," said Mrs. Winters. "That is so there will be no additional telephone charges. If charges are incurred in calling, the volunteer is reimbursed."

THE COMMUNITY RESOURCES Directory listings will be divided into four main categories: government, recreation, education and social services.

"The only organizations we have had to eliminate are the church groups," Mrs. Winters said, "and that is simply because there are so many of them."

When the directories are completed (target date is January, 1976), 2,000 copies will be distributed to every library in the county and to professional counseling agencies at no cost.

"We are hoping to produce a more complete listing for Macomb County than what is in the current directory published by United Community Services," Mrs. Winters said.

"THAT DIRECTORY covers the whole tricounty area and of necessity cannot list all organizations for each county. Our directory will concentrate on information pertaining to our own county."

More volunteers are needed for the project, chiefly in the Mt. Clemens and St. Clair Shores areas. Any man or woman interested in helping out may call Mrs. Winters at 574-0430 for further information.

APPENDIX E

Information Sources on Community Resource Files and Directories

1. The following items are extensive resource directories developed in other communities by libraries, social agencies and other concerned groups and individuals:

"Community Resources Serving the Greater Toledo Area, Ottawa and Wood County," Vol. XVI, 1973. Available from Community Planning Council of Northwestern Ohio, Inc. 246 Community Services Building, One Stranahan Square, Toledo, Ohio 43604.

"Community Services Directory - Macomb, Oakland, Wayne," 1974. Available from United Community Services of Metropolitan Detroit, 51 West Warren, Room 200, Detroit, Michigan 49006.

"Directory of Community Services in Buffalo and Erie County," 1972. Available from Research and Planning Council for Community Services, Suite 350, Genesee Building, Buffalo, New York 14202.

"Directory of Community Resources," 1973 with 1974 supplement. Available from Lorna Chapman, Kalamazoo Public Library System, 315 S. Rose Street, Kalamazoo, Michigan 49006.

"Help for the Citizens of Wake County," 1973. Available from Wake Information Center, Wake County Public Library, 104 Fayetteville St. Raleigh, North Carolina 27601.

"People's Yellow Pages, Cleveland." Available from People's Yellow Pages, 3617 Detroit Avenue, Cleveland, Ohio 44113.

Weaver, John, ed. Los Angeles Handbook. Los Angeles: Price, Stern, 1972. (Not seen)

"Whole City Catalog," 1974. Available from Synapse Communication Collective, 4307 Locust Street, Philadelphia, Pennslyvania 19104.

WMCA. Call for Action. A Survival Kit for New Yorkers. New York: Quadrangle Books, 1973. (Not seen)

2. The items in this section are pamphlets or tabloids, some of which are devoted to particular subjects or directed to particular groups:

"Complaint and Information Directory." Available from District of Columbia Public Library, Community and Referral Service, Washington D.C. (Not seen)

"Federal Information Centers." Available from General Services Administration, Washington D.C. 20405.

"Help: An Emergency Services Guide for Baltimore Countians." Available from Baltimore County Public Library, 25 W. Chesapeake Avenue, Towson, Maryland 21204.

"Help on Call in Tuscon." Available from Tuscon Information and Referral Service. 3833 East Second Street, Tuscon, Arizona 85716.

"How to Be a Good Complainer," and "A Telephone Information Guide." Available from Berea Public Library, 1 Trace Street, Berea, Ohio 44017.

"Resources: Senior Adults," "Resources: Early Childhood," "This Paper Is About Aging," and "This Paper Is About Youth Culture." Available from Dallas Public Library, 1954 Commerce Street, Dallas, Texas 75201.

"Where To Call for Action." Available from Action Line, Box 881, Detroit, Michigan 48231.

3. The articles from state and national journals listed below feature information concerning various community resource projects:

Berry, J.N. "Community Information." Library Journal, 98 (February 15, 1973), 487.

Bovey, S. "Monroe County Library System Urban Information File and Service." Bookmark, 32 (May, 1973), 144-5.

Chapman, Lorna. "A Directory of Community Resources." Michigan Librarian, 39 (Winter, 1973), 9.

"Contact Centre." Library Journal, 97 (December 15, 1972), 3955-9.

Critchfield, Sue. "Information Wanted / Dead or Alive." Synergy, 41 (Summer, 1973), 10-13.

Doms, K. "Model Cities Community Information Center." Pennsylvania Library Association Bulletin, 27 (September, 1972), 270-2.

Donohue, Joseph. "Planning for a Community Information Center." Library Journal, 97 (October 15, 1972), 3284-8.

"Help Arrives! Wake Information Center Begins Service to Wake County." North Carolina State Library Newsletter, 17 (January-February, 1973), 44.

Howard, Edward N. "Where Do People Get Their Information?" Indiana Slant, 36 (January, 1974), 5.

"Information Needs of Poor Neighborhoods." Drexel Library Quarterly, 8 (January, 1972), 89-97.

Jolliver, B. "Fort Vancouver Regional Library Strikes Gold with a People's Index." Library News Bulletin, 40 (January, 1973), 24-7.

Kochen, Manfred. "Directory Design for Networks of Information and Referral Centers." Library Quarterly, 42 (January, 1972), 59-83.

"Neighborhood Information Centers: Some Answers, New Questions." Library Journal, 98 (December 15, 1973), 3596.

Parsons, R. "Help! A Crisis Services Project." Library Journal, 98 (February 15, 1973), 616-9.

Scarich, K. and Trumpeter, M. "Community Information Inventory: Dope Users Can't Find." Wilson Library Bulletin, 46 (November, 1971), 256-9.

Turick, Dorothy A. ed. "The Neighborhood Information Center," RQ, 12 (Summer, 1973), 341-63.

Warren, Margaret. "Community Information Tabloid." Texas Library Journal, 49 (March, 1973), 26.

Whitehouse, Jack E. "Compiling a Police Social Service Directory." Law and Order, 20 (March, 1972), 48-51.

4. The publications listed below have been created to describe the experiences of those who have established information and referral centers and community directories:

"Developing Awareness of Community Resources Project." Available from Bridgeport Public Library, 925 Broad Street, Bridgeport, Connecticut 06603.

"Easter Seal Guide to the Organization and Operation of an Information, Referral and Follow-Up Program." Available from National Easter Seal Society, 2023 W. Ogden Avenue, Chicago, Illinois 60612.

"Getting together a People's Yellow Pages." Available from Vocations for Social Change, 353 Broadway, Cambridge, Massachusetts 02139.

"A Guide to the Compilation of Community Resource Files." Available from Michigan Department of Social Services, 300 S. Capitol Avenue, Lansing, Michigan 48426.

"I & R Services: The Resource File." Available from Administration on Aging, Room 3070, H.E.W. South, 330 Independence Avenue, Washington D.C. 20201.

"Informa, 1973." Available from Peninsula Library System c/o Redwood City Public Library, 881 Jefferson Avenue, Redwood City, California 94063.

"Information and Referral Centers, a Functional Analysis." Available from Administration on Aging, Room 3070, H.E.W. South, 330 Independence Avenue, Washington D.C. 20201. (Not seen)

"Information and Referral Services: Evaluation Design for a Network Demonstration." Available from Interstudy, 123 Grant Street, Minneapolis, Minnesota 55403.

"The Open Shelf." (April - June, 1973). Available from NIC National Projects Office, the Cleveland Public Library, 325 Superior Avenue, Cleveland, Ohio 44114.

Report on the Public Information Center Project. Available from Grace P. Slocum, Assistant Director, Enoch Pratt Free Library, Baltimore, Maryland.

"Target 76" and material related to the Community Information Systems Forum held April 4, 1973. Available from Brenda Claflin, Division of Library Development, Connecticut State Library, Hartford, Connecticut. (Not seen)

5. Miscellaneous items - bibliographies, michrofiche, books:

"Community Survey Guide for Assessment of Community Information and Service Needs." Public Library Training Institutes Service Guide Number Two. Available from ERIC. ED 087 392. (Not seen)

Forsman, Carolyn. "Crisis Information Centers: A Resource Guide." Available from The Exchange, 311 Cedar Avenue South, Minneapolis, Minnesota 55404. (Also found in Turick, above)

Kahn, Alfred J. Neighborhood Information Centers. New York: Columbia University School of Social Work, 1966.

Kronus, C.L. and Crowe, L. eds. Libraries and Neighborhood Information Centers. Champaign-Urbana: University of Illinois Graduate School of Library Science, 1972.

APPENDIX F

MACOMB COUNTY COMMUNITY RESOURCE PROJECT QUESTIONNAIRE

NAME OF ORGANIZATION _____

ADDRESS _____
STREET CITY ZIP CODE

CROSS STREETS _____

TELEPHONE _____

NAME AND TITLE OF HEAD ADMINISTRATOR _____

GEOGRAPHIC AREA SERVED _____

REGIONAL OFFICES OR DIVISIONS (if any) LIST ON BACK: ADDRESS, PHONE, ADMINISTRATOR
DAYS AND HOURS OF BUSINESS OR MEETINGS _____

DESCRIPTION OF SERVICES OFFERED _____

_____

_____

_____

ORGANIZATION CONTACT FOR EACH LISTED SERVICE (WITH DATE TERM EXPIRES IF APPROPRIATE), INCLUDING PHONE NUMBER

_____ _____

_____ _____

_____ _____

CLIENT OR MEMBERSHIP ELIGIBILITY (REQUIREMENTS FOR ADMISSION, GROUPS ORGANIZATION SPECIALIZES IN SERVING, ETC.) SEX _____

AGE _____ MARITAL STATUS _____ RELIGION _____

INCOME _____ OTHER _____

APPLICATION PROCEDURES FOR SERVICES OR MEMBERSHIP _____

_____

APPOINTMENT NEEDED? _____

DUES/FEES (CIRCLE ONE) AMOUNT _____ INCLUDES _____

_____

SOURCES OF SUPPORT _____

DOES ORGANIZATION USE VOLUNTEERS? _____ IF SO, IN WHAT CAPACITY?

_____

DATE _____ NAME AND TITLE _____

APPENDIX G

THE EMPLOYMENT BROCHURE

employment
NEED A JOB ?
NEED SKILLS ?
NEED HELP IN MAKING CAREER PLANS ?
Macomb County residents have access to a variety of resources related to
Library Network of Macomb Community Resource Project (Radio Warren) Mich. 48093
SERVICES AVAILABLE TO
ALL COUNTY RESIDENTS
ECONOMICALLY DISADVANTAGED

JOB INFORMATION CENTER
U.S. CIVIL SERVICE COMMISSION
144 W. Lafayette, Detroit 48226
Phone: 226-6952 or (toll-free) 1-800-572-8242
Hours: Mon.- Fri. 8:15 am-4:30 pm
This office can give information regarding civil service jobs, testing, and applications. No fee. Call or drop-in.

JEWISH VOCATIONAL SERVICE
24361 Greenfield Road, Southfield 48075
Phone: 557-5341
Hours: Mon.- Fri. 9 am-5 pm

The suburban office of JVS features vocational counseling, testing and placement. Applicants should be at least 16 years old. No fee for placement. Fees are based on ability to pay. Call for an appointment.

Among the many classes offered are a variety of job up-grading courses. Call or write for pamphlet listing courses and fees.

The Division gives G.E.D. high school equivalency tests (often required of prospective employees who are not high school graduates). $10.00 fee. Call for schedule.

Several times a year Continuing Education offers an 8-week "Employment Search Techniques" seminar featuring help in preparing resumes, finding job opportunities, defining work objectives, and preparing for job testing and interviewing. No fee. Call to ask time and location of next series.

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TO SENIOR CITIZENS

MACOMB COUNTY COUNCIL ON AGING
SENIOR CITIZEN SERVICES CENTER
25929 Gratiot, Roseville 48066
Phone: 776-6350 (Senior citizens may call collect if it is a toll call).
Hours: 8:30 am-5 pm

The Council on Aging maintains a job bank for senior citizens. Anyone over sixty may register for employment and will be referred to any appropriate positions that become available. No fee. Call or drop-in.

TO VETERANS

VETERANS EMPLOYMENT REPRESENTATIVE,
Howard Smith
Michigan Employment Security Commission
37570 Gratiot Avenue, Mt. Clemens 48043
Phone: 468-4588
Hrs: Mon.- Fri. 8:30 am-noon, 1 pm-4:30 pm

Special assistance is available to [illegible] veterans returning to the civilian job market. Vietnam veterans have top priority for some federal job programs. Veterans may also apply here for unemployment compensation for Ex-Servicemen (UCX). No fee. Drop-in.

OFFICE OF VETERANS REEMPLOYMENT RIGHTS
U.S. Dept. of Labor, Labor-Management Services Administration
234 State Street, Detroit 48226
Phone: 226-6200
Hours: Mon.- Fri. 8 am-4:30 pm

Assistance is provided to returning veterans who are having trouble re-entering, with appropriate benefits, the jobs they left when they entered military service. No fee. Call or drop-in.

TO FORMER CRIMINAL OFFENDERS

OPERATION HELP
1404 Gratiot, Detroit 48207
Phone: 963-0250
Hours: Mon.- Thurs. 8:30 am-4:30 pm,
Fri. 8 am-4 pm

Among other services, job counseling and placements are provided for former convicts. No fee. Call or drop-in.

WE CARE, INC.
34 East Elizabeth, Detroit 48201
Phone: 964-3710
Hours: Mon.- Fri. 9 am-5 pm

We Care makes job placements for male and female criminal offenders 18 years of age and over. No fee. Call or drop-in.

TO ECONOMICALLY DISADVANTAGED RESIDENTS

MANPOWER OFFICE, MACOMB ACTION PROGRAM
50 Walnut, Mt. Clemens 48043
Phone: 465-1211 extension 218-219
Hours: Mon.-Fri. 8:30 am-5 pm

-or- for residents of Warren only:

MANPOWER SECTION, DEPARTMENT OF PERSONNEL MANAGEMENT, City of Warren
29500 Van Dyke, Warren 48093
Phone: 573-9500 extension 296
Hours: Mon.-Fri. 8:30 am-5 pm

These offices, funded by the Comprehensive Employment Training Act, administer both Title I and Title II grants. Under Title I the following employment-related programs are available to residents of Macomb County who are unemployed or underemployed and economically disadvantaged according to official OEO poverty guidelines:

Classroom training is given in job skills determined in cooperation with over 700 local employers to be in demand. Trainees are paid while attending classes.

On the job training placements are also made. The trainee earns the regular salary of the job from the beginning of his training period.

Work experience programs include Youth Employment Services (Y.E.S.) - In/School for 14-21 year-old students involves ten hours of work per week at $2.00 an hour. Out/School for 16-21 year-old high school drop-outs provides 24 hours of work per week at $2.00 an hour and remedial education; and Mainstream for adult workers, primarily those over 45, who work up to 32 hours per week. Their $2.00 an hour wage may be supplemented by their employers. No fee. Call to see if you qualify.

Under Title II, PUBLIC SERVICE EMPLOYMENT is available with local units of government. The number of jobs offered in each area is determined by the local unemployment rate. Preference is given to people from groups with a particularly high percentage of unemployment. Applicants must have been unemployed for at least 30 days. No fee. For information regarding currently open positions, Warren residents should call Gerald Mazurek at 573-9500 ext. 296 and other County residents should call James Haffey at 465-1211 ext. 218.

JOB CORPS INTERVIEWER
Mr. Allan Worley
Michigan Employment Security Commission
37570 Gratiot Ave., Mt. Clemens 48043
Phone: 468-4588
Hours: Mon.-Fri. 8:30 am-noon, 1 pm-4:30 pm

The Job Corps offers job training, remedial education, food, clothing, spending money, medical and dental services, counseling and assistance in finding jobs to 16-21 year old high school drop-outs who come from low income families. Most court records do not hinder eligibility. No fee. Visit MESC and see Mr. Worley to find out whether or not you qualify.

CAREER DEVELOPMENT PROGRAM
C-119 Center Campus
Macomb County Community College
14500 Hall Road, Mt. Clemens 48043
Phone: 465-2121 extension 209
Hours: Mon. Wed. Thurs. Fri. 8 am-5 pm,
Tues. 8 am-9 pm

The Career Development Program, which is funded through the State Office of Vocational Education, offers special assistance including counseling, diagnostic testing, tutoring and financial aid advisement to students who are financially, academically, socially or physically disadvantaged. After an orientation program emphasizing career goals, the nature of the job market, pay scales, qualifications, and individual talents and interests, participants enroll in occupation-oriented curricula. No fee for these services. Call Mike Penrod at 465-2121 extension 209.

SCOOP (SOUTH CAMPUS OCCUPATIONAL ORIENTATION PROGRAM)
R-122, South Campus
Macomb County Community College
14500 - 12 Mile Road, Warren 48093
Phone: 779-7461
Hours: Mon.-Fri. 9 am-5 pm

SCOOP provides the same services to students enrolled at South Campus that the Career Development Program offers at Center Campus. Eligibility requirements are the same. Call David Feighan at 779-7461 to learn whether you qualify.

TO THE HANDICAPPED

VOCATIONAL REHABILITATION SERVICE
155 Malow, Mt. Clemens 48043
Phone: 465-6126
Hours: Mon.- Fri. 8 am-5 pm
Serves county residents north of 14 Mile

15120 - 13 Mile Road, Warren 48093
Phone: 776-8300
Hours: Mon.- Fri. 8 am-5 pm
Serves County residents living between 8 Mile and 14 Mile roads.

The purpose of this federal agency is to provide job placement for the handicapped in the competitive job market. Before placement, the client usually receives medical and psychological evaluation, counseling, testing, training and sometimes medical treatment. Clients needing a sheltered workshop environment may be referred to League for the Handicapped - Goodwill Industries or Jewish Vocational Services. Applicants must be of employable age, have a physical, mental, or emotional disability which presents a significant hindrance to employment and be judged by VRS to be capable with help of engaging in gainful employment. No fee. Call or drop-in to see if VRS can help you.

TO WOULD-BE APPRENTICES

APPRENTICESHIP COUNSELOR
Melvin Sutton
Michigan Employment Security Commission
37570 Gratiot Ave., Mt. Clemens 48043
Phone: 468-4588
Hours: Mon.- Fri. 8:30 am-noon, 1- 4:30 pm

Information concerning requirements for obtaining apprenticeships, training, and related counseling is provided. No fee. Call or drop-in.

DIVISION OF APPLIED TECHNOLOGY
R-122 South Campus
Macomb County Community College
14500 - 12 Mile Road, Warren 48093
Phone: 779-7436
Hours: Mon.- Fri. 8:30 am-9 pm

The Division's offerings include pre-apprenticeship and craft preparatory courses as well as courses required of industrial craft apprentices. To become an apprentice you must be of legal working age, take at least 144 hours of classes related to the craft per year, and have the qualifications required by a sponsoring employer. For further information, including tuition and fees, call 779-7436.

TO WOMEN

WOMEN'S RESOURCE CENTER
Macomb County Community College
South Campus:
28000 Dequindre, Warren 48093
Phone: 779-7417
Hours: Mon. & Wed. 9 am-9 pm, Tues. 1 pm-9 pm, Thurs. & Fri. 9 am-5 pm

Center Campus:
R-123, 16500 Hall Road, Mt. Clemens 48043
Phone: 465-2121 extension 336
Hours: Mon. Tues. Thurs. Fri. 9 am-5 pm, Wed. noon to 9 pm

Among the Center's services, available to all women residents of Macomb County, are career counseling on an individual basis and four-session Career Development seminars, offered several times each quarter. No fees. Call to make a counseling appointment or to find out dates and locations of upcoming Career Development seminars.

A list of labor and employer organizations from which information concerning apprenticeships in specific fields can be obtained, is available at the reference desk of the Macomb County Library. Call: 468-0821.